

# About The New England Common Assessment Program

This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-



choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



## Fall 2009 Beginning of Grade 8 NECAP Tests

**Grade 8 Students in 2009-2010**

## School Results

**School:** Lewiston Middle School

**District:** Lewiston School Department

**Code:** 1088-1285



# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

# Grade Level Summary Report

School: Lewiston Middle School  
 District: Lewiston School Department  
 State: Maine  
 Code: 1088-1285

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	338			347			14,466			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	331	334		339	341		14,100	14,115		98	99		98	98		97	98	
Students not tested in NECAP																		
State Approved	7	3		8	4		246	236		2	1		2	1		2	2	
Alternate Assessment	3	3		4	4		204	200		1	1		1	1		1	1	
First Year LEP	4	0		4	0		8	0		1	0		1	0		0	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		34	36		0	0		0	0		0	0	
Other	0	1		0	2		120	115		0	0		0	1		1	1	

## NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	338	7	0	331	37	11	158	48	86	26	50	15	843	339	11	47	26	16	842	14,100	15	54	24	7	846
MATH	338	3	1	334	29	9	119	36	79	24	107	32	837	341	9	35	23	33	837	14,115	16	43	21	19	842
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

### Reading Results

School: Lewiston Middle School  
 District: Lewiston School Department  
 State: Maine  
 Code: 1088-1285

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

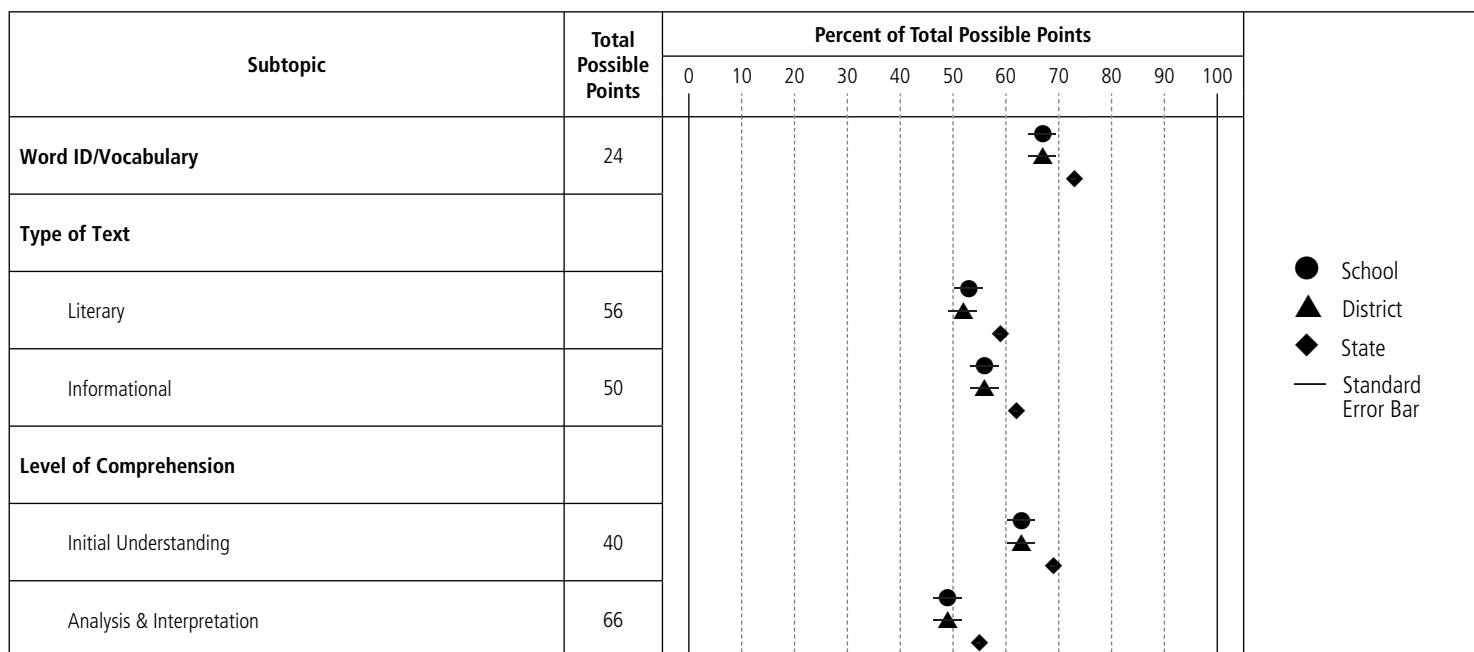
#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	338	7	0	331	37	11	158	48	86	26	50	15	843
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	347	8	0	339	37	11	159	47	89	26	54	16	842
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	14,466	246	120	14,100	2,092	15	7,584	54	3,377	24	1,047	7	846





# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

# Disaggregated Reading Results

School: Lewiston Middle School  
 District: Lewiston School Department  
 State: Maine  
 Code: 1088-1285

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	338	7	0	331	37	11	158	48	86	26	50	15	843	339	11	47	26	16	842	14,100	15	54	24	7	846
Gender																									
Male	171	7	0	164	11	7	73	45	51	31	29	18	840	170	6	44	31	19	840	7,116	10	52	29	10	844
Female	167	0	0	167	26	16	85	51	35	21	21	13	845	169	15	50	21	13	845	6,984	20	56	19	5	848
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	3	0	0	3										3						115	10	40	43	8	842
Asian	7	0	0	7										7						256	23	53	17	6	848
Black or African American	77	5	0	72	2	3	22	31	24	33	24	33	835	74	3	31	32	34	835	416	8	41	30	21	840
Hispanic or Latino	7	0	0	7										7						146	12	45	27	16	843
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	244	2	0	242	34	14	128	53	55	23	25	10	845	248	14	52	23	11	845	13,167	15	54	24	7	846
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	59	5	0	54	0	0	14	26	19	35	21	39	833	54	0	26	35	39	833	294	3	34	34	29	836
Former LEP student - monitoring year 1	1	0	0	1										1						11	9	91	0	0	851
Former LEP student - monitoring year 2	1	0	0	1										1						17	35	65	0	0	854
All Other Students	277	2	0	275	36	13	143	52	67	24	29	11	845	283	13	51	25	12	844	13,778	15	54	24	7	846
IEP																									
Students with an IEP	60	3	0	57	0	0	9	16	24	42	24	42	830	65	0	15	42	43	830	2,116	1	22	44	33	833
All Other Students	278	4	0	274	37	14	149	54	62	23	26	9	845	274	14	54	23	9	845	11,984	17	59	20	3	848
SES																									
Economically Disadvantaged Students	201	6	0	195	11	6	84	43	61	31	39	20	840	201	5	42	32	21	839	5,576	7	49	32	12	842
All Other Students	137	1	0	136	26	19	74	54	25	18	11	8	848	138	19	54	18	9	847	8,524	20	57	19	4	849
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	338	7	0	331	37	11	158	48	86	26	50	15	843	339	11	47	26	16	842	14,096	15	54	24	7	846
Title I																									
Students Receiving Title I Services	77	1	0	76	1	1	35	46	34	45	6	8	839	76	1	46	45	8	839	971	6	44	40	9	841
All Other Students	261	6	0	255	36	14	123	48	52	20	44	17	844	263	14	47	21	18	843	13,129	15	54	23	7	846
504 Plan																									
Students with a 504 Plan	7	0	0	7										7						328	9	59	27	5	845
All Other Students	331	7	0	324	37	11	155	48	83	26	49	15	843	332	11	47	26	16	843	13,772	15	54	24	7	846

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

# Mathematics Results

School: Lewiston Middle School  
 District: Lewiston School Department  
 State: Maine  
 Code: 1088-1285

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

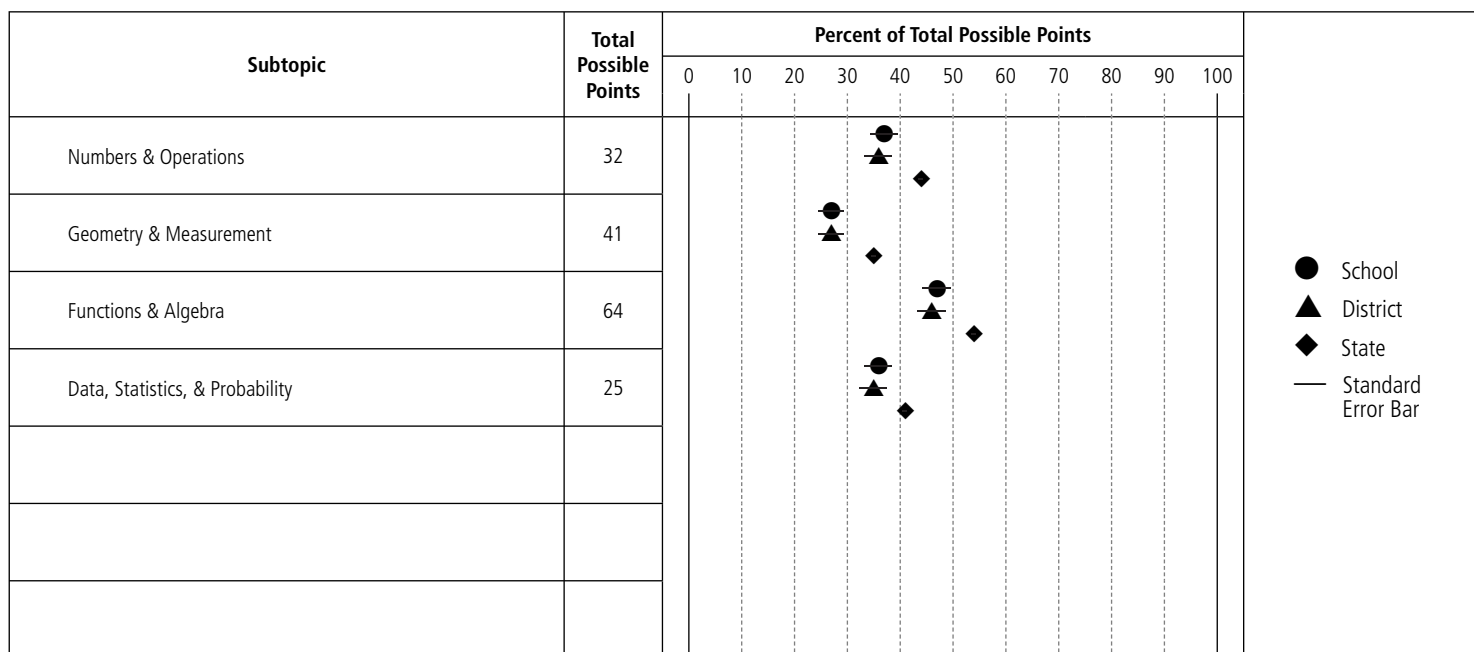
### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	338	3	1	334	29	9	119	36	79	24	107	32	837
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	347	4	2	341	29	9	119	35	80	23	113	33	837
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842





# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

# Disaggregated Mathematics Results

School: Lewiston Middle School  
 District: Lewiston School Department  
 State: Maine  
 Code: 1088-1285

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	338	3	1	334	29	9	119	36	79	24	107	32	837	341	9	35	23	33	837	14,115	16	43	21	19	842
Gender																									
Male	171	3	0	168	13	8	52	31	45	27	58	35	837	173	8	30	27	36	837	7,132	17	42	20	20	842
Female	167	0	1	166	16	10	67	40	34	20	49	30	837	168	10	40	20	30	837	6,983	15	44	23	18	842
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	3	0	0	3										3						114	9	37	23	32	838
Asian	7	0	0	7										7						261	25	44	18	14	844
Black or African American	77	1	0	76	3	4	8	11	21	28	44	58	829	78	4	10	28	58	829	426	5	29	26	40	835
Hispanic or Latino	7	0	0	7										7						148	11	36	23	29	839
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	244	2	1	241	24	10	106	44	54	22	57	24	840	246	10	43	22	25	839	13,166	16	44	21	18	842
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	59	1	0	58	1	2	4	7	13	22	40	69	827	58	2	7	22	69	827	313	3	20	27	50	832
Former LEP student - monitoring year 1	1	0	0	1										1						11	18	82	0	0	847
Former LEP student - monitoring year 2	1	0	0	1										1						17	35	47	18	0	848
All Other Students	277	2	1	274	27	10	114	42	66	24	67	24	839	281	10	41	24	26	839	13,774	16	44	21	18	842
IEP																									
Students with an IEP	60	3	1	56	0	0	5	9	14	25	37	66	828	63	0	8	24	68	827	2,116	2	15	23	60	831
All Other Students	278	0	0	278	29	10	114	41	65	23	70	25	839	278	10	41	23	25	839	11,999	19	48	21	12	844
SES																									
Economically Disadvantaged Students	201	2	1	198	9	5	56	28	49	25	84	42	834	203	4	28	24	44	834	5,584	7	38	27	29	838
All Other Students	137	1	0	136	20	15	63	46	30	22	23	17	842	138	14	46	22	17	841	8,531	22	47	18	13	844
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	338	3	1	334	29	9	119	36	79	24	107	32	837	341	9	35	23	33	837	14,111	16	43	21	19	842
Title I																									
Students Receiving Title I Services	77	0	0	77	0	0	19	25	26	34	32	42	835	77	0	25	34	42	835	976	6	30	32	32	837
All Other Students	261	3	1	257	29	11	100	39	53	21	75	29	838	264	11	38	20	31	838	13,139	17	44	21	18	842
504 Plan																									
Students with a 504 Plan	7	0	0	7										7						328	12	43	22	23	841
All Other Students	331	3	1	327	29	9	118	36	76	23	104	32	838	334	9	35	23	33	837	13,787	16	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.